**The following rubric will be used to evaluate the letter**

**SCORING RUBRIC for Research Letter**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Strong** | **Moderately**  **Strong** | **Average** | **Moderately Weak** | **Weak** |
| Discusses the importance of their role in the Civil Rights Movement and how it contributed to the cause | **5** | **4** | **3** | **2** | **1** |
| Provides specific examples from your research to support your discussions | **5** | **4** | **3** | **2** | **1** |
|  |  |  |  |  |  |
| Conveys clear meaning by using proper grammar, spelling and punctuation | **5** | **4** | **3** | **2** | **1** |
| Follows instructions with regard to mechanics of writing the paper | **5** | **4** | **3** | **2** | **1** |

A “**5”** paper presents a well-developed critique of the discussion and demonstrates good control of the elements of effective writing. A typical paper in this category

* clearly identifies important features of the analysis and develops them in a generally thoughtful way.
* develops ideas clearly, organizes them logically, and connects them with appropriate transitions
* sensibly supports the main points of the analysis
* demonstrates control of the language, demonstrating ability to use the conventions of standard written English but may have occasional flaws.

A”**4”** paper presents a competent analysis and demonstrates adequate control of the elements of writing. A typical paper in this category

* identifies and analyzes important features of the analysis
* develops and organizes ideas satisfactorily but may not connect them with transitions
* supports the main points of the analysis
* demonstrates sufficient control of language to convey ideas with reasonable clarity generally follows the conventions of standard written English but may have some flaws.

A “**3”** paper demonstrates some competence in analytical writing skills and in its control of the elements of writing but is plainly flawed. A typical paper in this category exhibits one or more of the following characteristics:

* does not identify or analyze most if the important features of the discussion, although some analysis is present
* devotes most of its time to analyzing irrelevant issues
* is limited in the logical development and organization of ideas
* offers support of little relevance and value for points of the analysis
* does not convey meaning clearly, or contains occasional major errors or frequent minor errors in grammar, usage, and mechanics

A “**2”** paper demonstrates serious weaknesses in analytical writing skills. A typical paper in this category exhibits one or more of the following characteristics:

* does not present a critique based on logical analysis, but may instead present the writer's own views on the subject
* does not develop ideas or is disorganized
* provides little, if any, relevant or reasonable support
* has serious and frequent problems in the use of language and in sentence structure, containing numerous errors in grammar, usage, and mechanics that interfere with meaning.

A “**1”** paper demonstrates fundamental deficiencies in analytical writing skills. A typical paper in this category exhibits more than one of the following characteristics:

* provides little evidence of the ability to understand and analyze
* provides little evidence of the ability to develop an organized response
* has severe and persistent errors in language and sentence structure, containing a pervasive pattern or errors in grammar, usage, and mechanics that results in incoherence

**“0”----**Off-topic

**The following rubric will be used to evaluate the 10-minute newscast**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| CATEGORY | **4** | **3** | **2** | **1** |
| **Contributions** | Routinely provides useful ideas when participating in the group and in classroom discussion. A definite leader who contributes a lot of effort. | Usually provides useful ideas when participating in the group and in classroom discussion. A strong group member who tries hard! | Sometimes provides useful ideas when participating in the group and in classroom discussion. A satisfactory group member who does what is required. | Rarely provides useful ideas when participating in the group and in classroom discussion. May refuse to participate. |
| **Time-management** | Routinely uses time well throughout the project to ensure things get done on time. Group does not have to adjust deadlines or work responsibilities because of this person's procrastination. | Usually uses time well throughout the project, but may have procrastinated on one thing. Group does not have to adjust deadlines or work responsibilities because of this person's procrastination. | Tends to procrastinate, but always gets things done by the deadlines. Group does not have to adjust deadlines or work responsibilities because of this person's procrastination. | Rarely gets things done by the deadlines AND group has to adjust deadlines or work responsibilities because of this person's inadequate time management. |
| **Attitude** | Never is publicly critical of the project or the work of others. Always has a positive attitude about the task(s). | Rarely is publicly critical of the project or the work of others. Often has a positive attitude about the task(s). | Occasionally is publicly critical of the project or the work of other members of the group. Usually has a positive attitude about the task(s). | Often is publicly critical of the project or the work of other members of the group. Often has a negative attitude about the task(s). |
| **Preparedness** | Brings needed materials to class and is always ready to work. | Almost always brings needed materials to class and is ready to work. | Almost always brings needed materials but sometimes needs to settle down and get to work | Often forgets needed materials or is rarely ready to get to work. |
| **Working with Others** | Almost always listens to, shares with, and supports the efforts of others. Tries to keep people working well together. | Usually listens to, shares, with, and supports the efforts of others. Does not cause "waves" in the group. | Often listens to, shares with, and supports the efforts of others, but sometimes is not a good team member. | Rarely listens to, shares with, and supports the efforts of others. Often is not a good team player. |